

**Texas Education Agency  
Standard Application System (SAS)**

<b>2017–2018 Perkins Reserve Grant</b>				
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018			
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017 (updated October 26)			<small>Place date stamp here.</small>
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2017 OCT 12 AM 8:12              DOCUMENT CONTROL CENTER              GRANTS ADMINISTRATION           </div>
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Irving ISD	057912			
Vendor ID #	ESC Region			
756001854	10			
Mailing address	City	State	ZIP Code	
PO Box 152637	Irving	TX	75015-2637	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Shawn	E	Blessing	Director of CTE	
Telephone #	Email address		FAX #	
972-600-5049	sblessing@irvingisd.net		972-215-5432	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Laina		McDonald	Asst. Superintendent	
Telephone #	Email address		FAX #	
972-600-5050	lmcdonald@irvingisd.net		972-215-5432	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Adam	M.I.	Last name Grinage	Title Deputy Superintendent
Telephone # 972-600-5030		Email address <a href="mailto:agrinage@irvingisd.net">agrinage@irvingisd.net</a>	FAX # 972-215-5022
Signature (blue ink preferred)		Date signed	

*Adam L. Grinage*

*10-09-17*

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☒ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

The School of Law and Public Service seeks to serve as a premier national center for academic excellence, providing the highest quality educational experiences that ensure honor and success for students who choose life-long careers serving their communities. Success of the programs is dependent on the development and implementation of a flexible and anticipatory curriculum, broad-based partnerships, developing professional and interpersonal skills necessary for success in the fields of Law, Law Enforcement, Fire Science, and Homeland Security.

The School of Legal Studies at Jack Singley Academy was established as part of the original programming available to students when the Academy opened in 2001. The two program options available to students were Law and Criminal Justice. The programs were designed to accommodate 140 students per program (total of 2 programs: 280). The program was consistently filled to capacity and a Task Force was established in 2012 to expand opportunities in public service that would focus on creating a pipeline to serve the Irving community. The framework for the new School of Law and Public Service was established and the program launched in 2015 with its first group of 9<sup>th</sup> grade students. The School of Law and Public Service now offers more than 500 students opportunities to participate in the following programs: 1) Law Enforcement; Law; Homeland Security; and Firefighter. Goals for the programs are: 1. To maintain, develop and revise curriculum that is anticipatory and inclusive of the variety of career paths in law and public service. 2. To develop, nurture and maintain broad-based interactive partnerships with the law and public service communities. 3. To develop and implement a 'career incubator' system that allows student exploration, acquisition, and application of knowledge and skills sets in a variety of programs of study in law and public service. 4. To infuse all activities, programs, promotions, experiences and instruction with skill development and application of professional and interpersonal skills. 5. To structure, market and promote the School of Law and Public Service as a national model for excellence in instruction, job placement and innovation. 6. To provide a vast array of opportunities for stakeholders to work collaboratively and serve as role-models as students apply personal and professional leadership skills within their communities. 7. To institute extensive recruitment, retention and professional development systems to selectively acquire and maintain qualified and skillful staff to support the law and public service programs and activities.

The pathways offered through the School of Law and Public Service have been identified as high skill, high wage and high demand occupation in current and emerging fields based on the Workforce Development Board's Top 25 and the Department of Labor data.

Title	Annual Salary	Projected Openings	Projected % employment increase	Regional and State need identified
Lawyer	\$143,487	1980	23%	State and Regional
Police and Sheriff	\$65,168 (Dallas)	3155	18.92%	State and Regional
Federal Law Enforcement	\$89,000	Depends on position	Depends on position	State and Regional
Firefighters/EMT	\$51,229	200	19.44%	Regional

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Students prepare for postsecondary education and careers through the program design, curriculum, internships, partnerships, activities and program activities designed and driven to meet the needs of our community in the fields of law and service. The School of Law and Public Service provides opportunities for students to: 1) Earn dual credit in Law Enforcement and Law programs through the efforts of the Police Dept. to provide qualified instructors for the college from their staff; 2) Identifies opportunities for students to receive tuition reimbursement for college courses through partnerships with the City of Irving; 3) Earn industry recognized certifications which are endorsed through the Advisory Committee; 4) Establish on-site legal clinics, Student Honor Court, and citizenship clinics for community members; 5) Participate in a dual-credit Firefighter Academy which prepares students for both the Firefighter degree program and Paramedic programs through dual credit classes, EMT National Registry certification and other Firefighter certifications. 6) Provide mock intake simulations to improve communication and writing skill levels of all students; 7) Focus on the federal side of law enforcement through the Homeland Security pathway which was developed to meet a regional need for federal law enforcement officials. In addition, all students in Irving have the opportunity to enroll in multiple AP and dual credit from core classes. The goal for Jack Singley is to have every student graduate with more than 30 college credits, which includes the CTE dual credit classes.

The Perkins Reserve funds will be utilized to expand the curriculum to specifically address goals #1 and #4 that were created by the Task Force which consisted of community leaders in public service including: Assistant District Attorney, Dallas County; Assistant Police Chief; Assistant Fire Chief; US Air Marshall; College Deans; Workforce Commission; teachers; administrators and counselors. Specifically, the funds will be used to: 1) Provide a state-of-the-art learning lab for students in the School of Law, specific to the Law, Law Enforcement and Homeland Security pathways, based on the recommendations of post-secondary partners and community leaders in public service; 2) Collaborate with local community leaders to identify equipment and supplies needed to improve, and update current programs and curriculum to better prepare students to meet the immediate demands of the workforce in the public service sector and improve employment opportunities for students; 3) Collaborate with community partners and workforce development boards to identify and develop activities to prepare the non-traditional student and to foster the leadership traits our community seeks in public service.

The Law program, Law Enforcement, and Firefighter programs of study offers students the opportunity to earn 18 transferrable college credits through the EI Centro and Brookhaven Colleges. The credits are transferrable to 3 state universities. The students also have the opportunity to acquire additional core credits through dual and AP options available at the campus. All dual credit and AP courses, including AP exams, are free of charge to students. The Law program will offer students the LexisNexis software certification, which is specific to the program of study and utilized in law offices and courtrooms across the country. Lawyers have been identified as one of the Top 25 occupations for Texas (19) and the Dallas (14) region for the period 2014-2024. Currently, minorities are underrepresented as paralegals and attorneys across the state and there is a high demand for bilingual, with a high demand for Spanish speakers, in law related industries. Law Enforcement will offer students the Texas Municipal Jailer Certification and the Emergency Communications certification. Police and Sheriff's Patrol Officers are listed on the Top 25 Occupations list for Texas (20) and Tarrant County (18), and surrounding counties.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 057912			Amendment # (for amendments only):			
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018			Fund code: 244			
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$10,450	\$	\$10,450	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$35,000	\$	\$35,000	\$15000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$3550	\$3550	\$
Schedule #11	Capital Outlay (6600)	6600	\$26,000	\$	\$26,000	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$71,450</b>	<b>\$3550</b>	<b>\$75,000</b>	<b>\$15,000</b>
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					<b>\$71,450</b>	
Percentage limit on administrative costs established for the program (5%):					<b>3550</b>	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					<b>\$ 75,000</b>	

3550

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73500

<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 057912			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$10,450	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$10,450	\$

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 057912		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 057912		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$35,000	\$15,000
<b>Grand total:</b>		<b>\$35,000</b>	<b>\$15,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 057912		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$3550	\$
<b>Grand total:</b>		<b>\$3550</b>	<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 057912			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2					\$
3					\$
4					\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Walkthrough metal detector simulator	1	6,000	6000	\$
20	Telecommunications simulator	1	\$20,000	\$20,000	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29					\$
<b>Grand total:</b>				<b>\$26,000</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 057912										Amendment # (for amendments only):				
<b>Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	417	76%												
Limited English proficient (LEP)	179	33%												
Attendance rate	NA	95.4%	Singley, 2016-2017; Sept 11-15 2017 96.71											
Annual dropout rate (Gr 9-12)	NA	2.4%	2016 District; Singley 0% Dropout											
Teacher Category	Teacher Number	Teacher Percentage	Comment											
1-5 Years Exp.	6	75%												
6-10 Years Exp.	2	25%												
11-20 Years Exp.	0	0%												
20+ Years Exp.	0	0%												
No degree	0	0%												
Bachelor's Degree	3	37.5%	Licensed, with experience + degree											
Master's Degree	3	37.5%	Police Officers teaching dual credit classes; Firefighter teaching dual credit											
Doctorate	2	25%	Lawyers											
<b>Part 2: Students/Teachers To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution								
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										146	98	186	117	547
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	2	2	2	8

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs assessment Process Irving ISD Career and Technical Education:**

**1. Program specific Advisory Committees-** The primary purpose of these committees is to serve as a resource and a connection to the workplace for CTE teachers and administrators. The expertise of individuals from business and industry plays a vital role in providing high-quality CTE programs, in addition to fostering the development of a trained and educated workforce. Successful CTE programs are the result of key relationships with community partners. Program Advisory Committees **must** include representatives from relevant businesses and industries that reflect the occupation. These business advisors should include **local** business owners, managers, directors of chambers of commerce, employees, etc. In addition to all teachers in the cluster, the **minimum** representation on each Advisory Committee is: FOUR (4) industry; TWO (2) post-secondary; ONE (1) parent; ONE (1) student; ONE (1) counselor; ONE (1) administrator. Program specific advisory groups are required to meet a minimum of four (4) times per year. The Advisory Boards provide direction to programs with the intent of driving improvement and maintaining high standards within each program. Possible recommendations from discussions may include: curriculum, equipment updates, and current software needs for workplace readiness; community relations and support; legislative awareness, program evaluation and recommendations; professional development. **Advisory Committee minutes and recommendations are submitted to the district staff for review and consideration in budget development.**

**2. Program surveys-** Teachers complete an online survey of their programs each year which includes specific questions regarding program needs.

**3. Capital needs assessment plan-** Coordinators, teachers and Director evaluate each program via a physical walkthrough and assessment, inventory analysis (including age, condition and quality of current equipment, as well as needs) and enrollment assessment each year prior to submission of the district budget for the following year. Programs and equipment are prioritized for each program.

**4. Budget development-** Once the total budget amount for the program has been released, program budgets are established based on The Capital Needs Assessment Plan; recommendations of the Advisory Committees; teacher input from surveys and discussions; observation and review of current inventory. Those programs which have been identified with "high priority" status are considered first. An equitable process for distribution of local/state funds has been established in the district so that there is flexibility to meet the needs of those programs that experience larger growth than others.

**The School of Law and Public Service is located at the Jack Singley Academy.** The program has received national recognition for programming and partnerships. Program enrollment is based on a fair and equitable lottery process. The program slots have been expanded to 200 per grade level. To meet the goals and objectives set forth by the Task Force in 2013, program equipment, labs and resources need to be expanded and updated. In addition, to provide students the opportunities needed to develop, nurture and maintain broad-based industry partnerships, support is needed to expand summer and weekend networking and service-focused experiences for students.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Design a Learning Lab to be utilized by all programs in the School of Law and Public Service that exemplifies state-of-the-art technology and equipment that is currently utilized in state and federal courts by law and law enforcement, as well as federal agents across the United States.	Grant funds will be utilized to purchase items needed to upgrade the facility from it's 2001 design to include all programs in School of Law and Public Service.
2.	Identify and develop activities, including extended day activities, to provide the non-traditional student with training and skill development that will support success, and to offer opportunities to all students in the School of Law and Public Service to learn transferrable leadership skills necessary for success in public service.	Grant funds will be utilized to pay teachers to serve as facilitators for activities outside of the instructional day, including weekend and summer activities. To cover supplies and materials utilized for these events.
3.	Identify equipment and supplies that are needed to upgrade current inventory to meet industry standards and better prepare students to meet the needs of the workforce using the latest technology.	Grant funds will be utilized to upgrade equipment, and purchase new and innovative equipment currently used by industry professionals in the law and public service sector.
4.		
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Law Instructor	Doctorate of Juris Prudence; licensed attorney, or 3-5 years of experience in a related field
2.	Law Enforcement Instructor	Master's degree in Criminal Justice, licensed Law Enforcement Officer, relevant work experience in the field of law enforcement; a minimum 3-5 years of experience in the field is preferred.
3.	Homeland Security Instructor	Bachelor's degree (Master's preferred), licensed law enforcement, or federal law enforcement officer, relevant work experience in a federal law enforcement occupation; 3-5 years preferred.
4.	Firefighter	Bachelor's degree, licensed Fire Fighter/Paramedic, relevant work experience as a firefighter/paramedic. 3-5 years minimum work
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Learning Lab for Law and Public Service	1. Agreement with partner	01/2018	01/2018
		2. Establish budget for the project begin purchases	01/2018	01/2018
		3. Meet with teachers to plan projects and activities	01/2018	01/2018
		4. Set-up lab equipment and supplies & train teachers	02/2018	04/2018
		5. Implementation	04/2018	08/31/18
2.	Leadership training and nontraditional activities	1. Meet with teachers to plan events	02/2018	02/2018
		2. Meet with partners	02/2018	02/2018
		3. Establish a budget for activities	03/2018	03/2018
		4. Develop Action plan for each event	03/2018	04/2018
		5. Implementation	06/2018	08/2018
3.	Upgrade and improve equipment utilized in School of Law and Public Service	1. Assess current inventory	01/2018	01/2018
		2. Develop a plan to replace/upgrade equipment	01/2018	01/2018
		3. Develop a budget and make adjustments	01/2018	02/2018
		4. Purchase equipment and provide training	02/2018	04/2018
		5. Implementation	04/2018	08/2018
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Irving ISD currently utilizes the following resources to monitor progress toward planned goals and objectives:

1. Eduthings software: utilized to collect data regarding industry certifications, practicum participation, identification as to # of at risk students enrolled in the program, non-traditional participation, transcripts
2. Google docs: forms are utilized to collect and log industry partnerships, meetings with industry partners
3. Google docs: Checklist aligned with project timelines
4. Eduphoria software: Collects data regarding professional development, collaborative meetings with partners, planning sessions
5. Eschool +: Student Information system
6. Special reports: Data related to dual credit earned
7. Sign-in sheets and minutes recorded and saved for meetings with partners, parents, and community

Teachers and administrators will be advised as to the data that will be collected during the grant period.

All teachers involved in the project will be included in the planning sessions and the development of the action plan for each project. Deadlines will be reviewed monthly and adjustments to the timeline will be made as necessary.

Communications:

Meet with teachers 1x per month after initial meeting

Meet with administrator 1x per month

Advisory committee 4x per instructional calendar year

Community/parents- Written announcement and open house April-May 2018

Newsletter- 4x per year

Media release- fall, 2017 (notice of award); spring, 2018 (completion)

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The School of Law and Public Service is a nationally recognized program at Singley Academy. The desire by the City of Irving, including Irving Police Department, is to hire from within the community, as well as the local law firms that utilize our senior students during their capstone course as clerks in the firms. The City of Irving Police Chief has served as Chair of The Law Enforcement Advisory for several years and frequently shares his dream of creating a "pipeline" to public service through the School of Law and Public Service. Students who work for the City of Irving Police Department are encouraged to stay with the Department while attending college, take advantage of college tuition reimbursement programs, and apply to work with Irving upon graduation from college. The City of Irving has a multi-year Interlocal Agreement with Career and Technical Education, which allows students to work in City courts, legal offices, firehouses, etc. Along with our current and expanding dual credit programs in law, law enforcement and homeland security, and fire technology, we are further preparing our students for the careers that they are striving to enter and will be better prepared for their post-secondary programs through their success in the high school experience. The School of Law and Public Service strives to provide the student with current and relevant tools and experiences that further enhances the field of study. Through the on-going success and growth of the program at the campus and district levels, the grant will be reviewed and monitored to see that the implementation meets the goals of the program. The program at Singley continues to grow from its initial enrollment and the high standards that are currently in place for the program, will continue to be reviewed, amended and updated to meet the needs of the workforce.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Project delivery assessment	1.	Meeting sign-in sheets; minutes from meetings/ planning sessions
		2.	Action plan created; evaluated monthly
		3.	Budget developed and evaluated monthly
2.	Participants served	1.	Student registration
		2.	Sign-in sheets
		3.	Attendance
3.	Program Activities	1.	Calendar of events
		2.	Student registration lists
		3.	Attendance sign-in sheets for activities
4.	Equipment usage	1.	Lesson plans
		2.	Student survey
		3.	Industry certifications (where appropriate)
5.	Evaluation	1.	Industry partner program evaluation survey
		2.	Teacher program evaluation survey
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected throughout the grant period, utilizing several methods:

1. Teachers- teachers will input data utilizing software that has been purchased for that purpose. Teachers will collect data regarding participation in activities and events; registration for events; and feedback from students via a program survey; participation in CTSO activities and other competitive events; nontraditional participation industry certifications
2. Partners- data from partners will include a program survey/evaluation; meeting minutes and sign-in sheets to verify attendance
3. Business office- used to verify payroll for special activities
4. Student Information System data- attendance; grades; demographics

Project delivery adjustments will be made monthly, after timeline review. Major corrections to project plans can be made if after 2 reviews the data clearly indicates that adjustments need to be made to ensure greater engagement, or that the purchase of planned items, along with training cannot be delivered. District staff and campus administration, will work with teachers to review the timeline and make the adjustments monthly.

If adjustments are necessary, the advisory group will meet and discuss options and the original plan will be amended as needed to ensure a more successful outcome.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Irving ISD relies on the expertise and information shared by several of the local workforce development boards.

**Workforce Solutions Greater Dallas** is offers a system of services that lead the local community toward economic success. The organization is utilized by employers as a resource for hiring qualified employees and helps to prepare individuals, including youth, to meet the needs of the workforce. The organization also assists with grant development and planning. Workforce Solutions Greater Dallas has been in existence for more than 30 years. Irving ISD worked with Workforce Solutions to develop the initial plan for the Jack Singley Academy and provided information regarding Targeted Occupations for the Task Force when the campus was ready to expand options for students. The data provided was utilized to develop the pathways that are currently available through the School of Law and Public Service.

**Interlink- North Central Texas**, a non-profit organization, was founded to meet Texas legislative requirements to bridge the gap between business and education by providing employer driven labor market information to Career and Technical Education educators for program planning and student career and post-secondary counseling. Interlink represents employer demand for a 16-county region, including Dallas and Tarrant counties. Irving is in Dallas County, but sits on the border of Tarrant County. Interlink's Board of Directors includes up to 70 industry partners who provide various resources to help Interlink members understand their employment needs. Interlink utilizes information that is shared by the Texas Workforce Commission (including Dallas, Tarrant, North Central Texas workforce data) and Department of Labor. Interlink provides Irving ISD with a wealth of resources including the Targeted Occupations list, labor market forecast, annual survey of employers, and occupational resources guide for counselors. **Interlink has partnered with Irving ISD as a partner on the Task Force to develop the School of Law and Public Service**, as well as 2 additional Task Forces within Irving ISD's CTE program. Interlink has assisted by providing updated labor market research on opportunities in Homeland Security and Federal law enforcement, has provided industry experts in fire and security industries and works directly with teachers in Irving ISD to provide up-to-date labor market data. All of the information provided was utilized during the planning and development of the School of Law and Public Service. Shawn Blessing, Director of CTE for Irving ISD serves as an Executive Board Member of Interlink. Candy Slocum, Executive Director of Interlink, was named "Non-Profit Partner of the Year" for the Career and Technical Education program in Irving ISD, 2016-2017.

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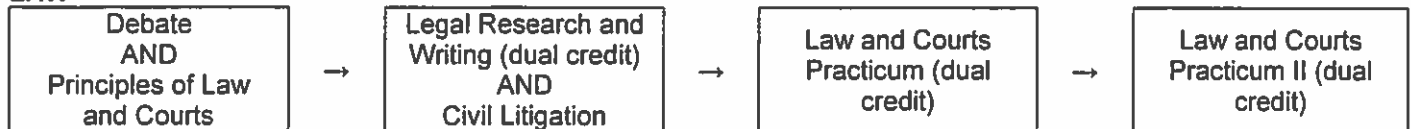
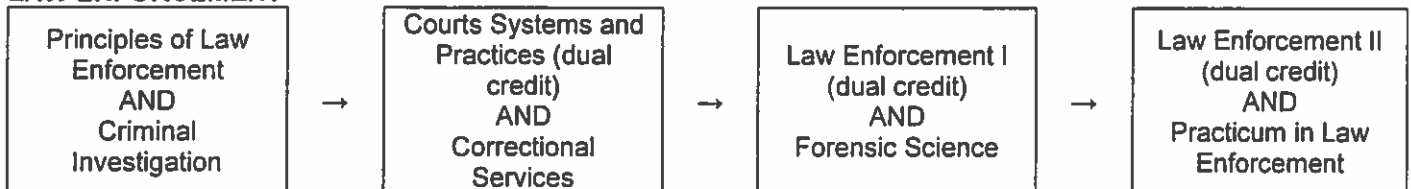
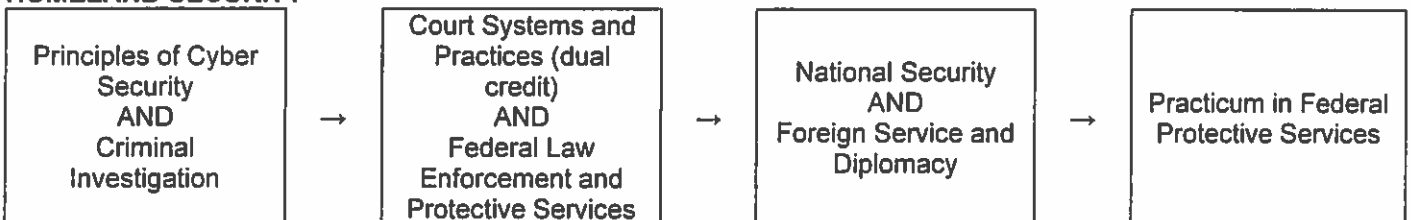
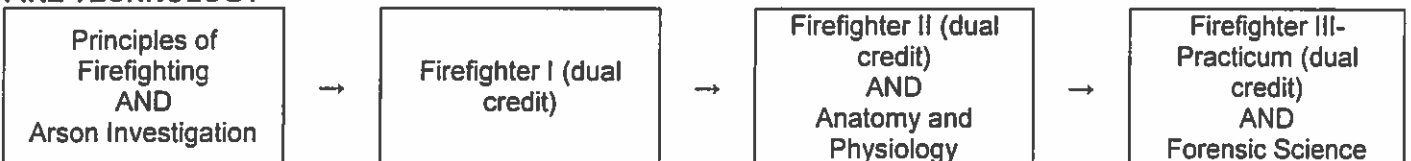
**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**LAW****LAW ENFORCEMENT****HOMELAND SECURITY****FIRE TECHNOLOGY**

All programs in the School of Law and Public Service align with a community college offering transferrable credits to a 4-year university. In addition to the dual credit that is content specific to each program of study, four-year plans include additional AP and dual credit courses. Students have the opportunity to earn more than 30 college credits (combination of content specific CTE and core) upon graduation. Students also have the opportunity to earn industry recognized certifications which allows them to work in their chosen field until they complete their degree. Law students can be employed as a paralegal, law enforcement and homeland security students are qualified to work in the jail, or telecommunications.

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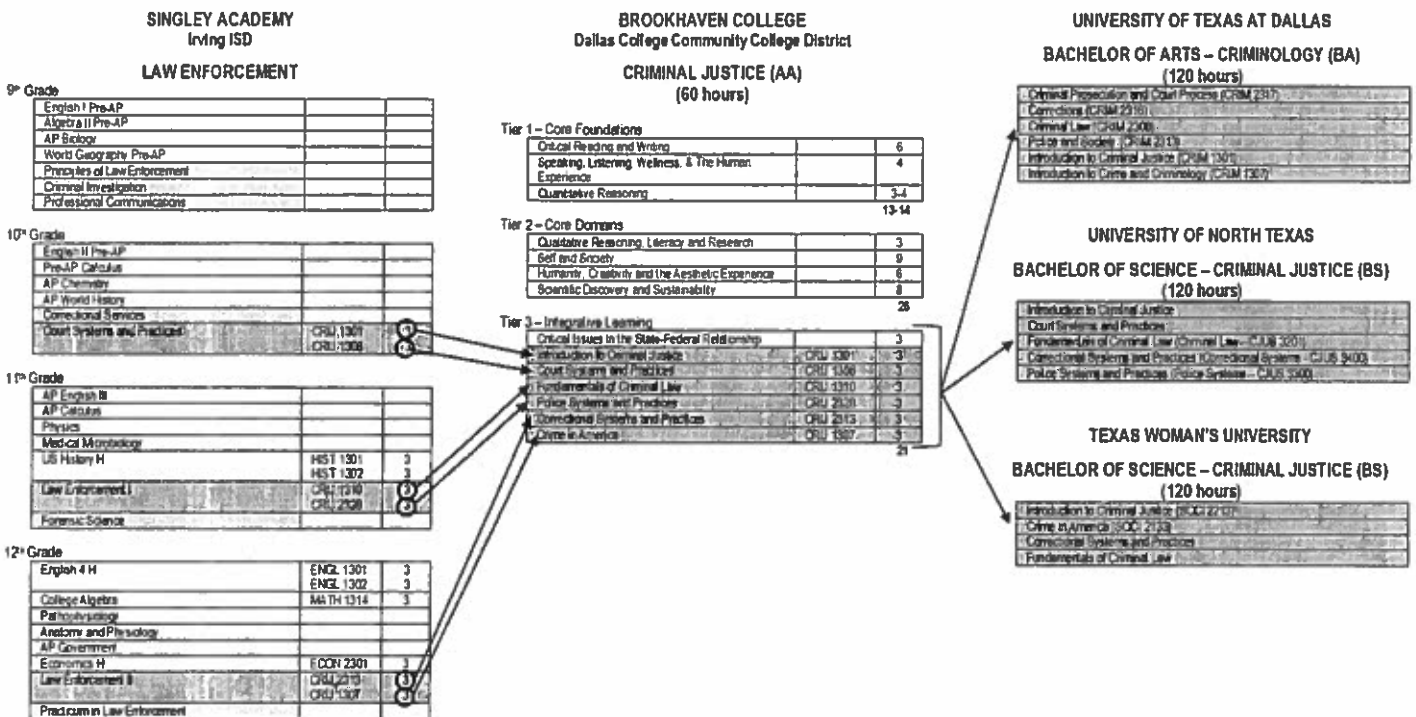
**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**Law:** Dallas Bar Foundation; Irving Municipal Courts; University of North Texas Dallas College of Law; El Centro College; Law Offices of Collen Dunbar; Law Offices of Gina Joaquin; Judge, Irving Municipal Court

**Law Enforcement:** City of Irving Emergency Management; City of Irving Jail; City of Irving Family Advocacy Center; City of Irving Police Department; City of Irving Dispatch; Brookhaven College; Dallas County Constable; City of Irving Municipal Court; Irving ISD Security

**Homeland Security:** Tarrant County College Police Academy; Homeland Security Investigations; Federal Bureau of Investigation; Drug Enforcement Agency

**Fire Technology:** Irving Fire Department Chief, Chief of Training; Dallas Ft Worth Department of Public Safety Chief of Training; Dallas County Community College; Lockheed Martin Fire Chief; Bell Helicopter; MCS Fire Alarm; Farmers Branch Fire Department Chief of Training; Siddons-Martin Emergency Group

All of the individuals listed have agreed to serve as advisory partners for the 2017-2019 school years.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Irving ISD maintains a close partnership with The City of Irving Police which has been instrumental in the development and growth of the School of Law and Public Service. Chief Jeff Spivey has served as a member of the Task Force and has been a member of the District and Program Advisory Committees since 2007. Chief Spivey delivered a message which clearly states the City of Irving's intent to continue with the partnership they have developed with the School of Law and Public Service,

*"The Irving Police Department is committed to the Law and Public Service Program at the Jack E. Singley Academy within the Irving Independent School District. Our commitment stems from the success we have seen in working with the instructors and students at making end-roads into the community and creating a passion for the field of law enforcement within the students that participate in the program. Our commitment will not stop there. We will continue to work with the both the faculty and the students to develop additional opportunities to provide real-world experience for these students with the goal of developing a pipeline from graduation to employment with the Irving Police Department. This partnership is vital to the recruitment goals of the Irving Police Department and our staff recognizes the benefits to all of the participants."*

Chief Jeff Spivey, Irving Police

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The School of Law and Public Service will continue to thrive and grow after the grant period ends because of a solid plan which is currently in place that focuses on maintaining high standards for all Career and Technical Education programs in Irving ISD. The plan includes:

**Advisory Boards-** 1) Irving CTE will continue to require advisory committees to meet a minimum of 4x per year. Dates, locations, and times for meetings are submitted within 10 days of student enrollment each year; 2) Each Advisory will develop 2 goals for the Board to accomplish during the year. 3) Minutes of each meeting, along with the sign-in sheet, must be submitted after each meeting. 4) Membership: 4 Industry; 2 postsecondary; 1 parent; 1 student; 1 counselor, 1 administrator and cluster teachers. They may have more industry partners than what is required. 5) The Advisory Chair will take the lead in coordinating a program evaluation.

**Industry Certifications-** Industry certification opportunities will continue as an expectation of every program. Valid industry certifications are recommended and approved by Advisory Committees and the district staff. Irving ISD includes expectations for all certifications that can be earned by grade level in the course description book. All fees including supplies and exams for industry certifications are covered by Irving ISD CTE. CTE will continue to plan to cover fees as part of the budget development process.

**Dual Credit –** Irving ISD and Dallas County Community Colleges have a long-standing relationship and will continue to offer dual credit courses, both through CTE and the core, at no cost to our students. The goal at Singley Academy is for every student to graduate with college credits. Irving ISD was named AP district of the year in 2015. Students are encouraged to take AP classes and AP and dual courses are included on the student's 4-year plans, which also include the program of study for each student. All AP exams are free of charge to students.

**Work-Based Learning-** CTE will continue to require all Practicum teachers to attend training prior to the first day of enrollment. The training provides teachers with the required state information and identifies the expectations for practicum students enrolled in an Irving ISD course. All training plans are submitted to the district and evaluated. Practicum training sites are recorded, and site visits are posted utilizing district resources (software). Work-based learning was identified as a key component to the success of the students in the Law and Public Service cluster when the Task Force met and established the goals for the program.

**Curriculum-** Curriculum for courses was developed in collaboration with industry partners, and the Dallas County Community College. Instructors utilize the college syllabus and textbooks for college courses and develop activities and lessons that will enhance the curriculum being taught to students. All curriculum is available to teachers online. Curriculum is reviewed and improved regularly through PLCs, summer professional development and advisory meetings.

**CTSO-** CTE teachers are required to plan for all CTSSO activities through an "action plan" development process. Students who are members of the CTSSO are entered into a database each year. Irving ISD covers costs for all competitive events and the CTSSO participation is recorded and reviewed each year.

**Professional Development-** Irving CTE will continue to provide CTE teachers with a minimum of 18 hours of professional development each year. In addition, CTE supports attendance of industry sponsored PD, as well as attendance at conferences provided by state professional groups. All attendance is recorded and in record for the teacher. Costs for PD are included in the budget development process each year.

**Program evaluation-** Programs are evaluated yearly by teachers, industry partners and postsecondary partners. Student surveys are sent to various classes throughout the year. The purpose of the evaluations is to improve the quality of instruction in each program. Evaluation data is collected and utilized to develop the program plan and budget for the following year.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The School of Law and Public Service provides 4 programs of study:

**Law:**

This program was one of the original programs that has been offered by the Jack Singley Academy since its inception. The Task Force that convened in 2012, expanded opportunities and the program transitioned from a "social studies" elective program to a CTE program, at the recommendation of the Task Force. The program now has an Advisory Committee which makes recommendations regarding, curriculum, equipment and outcomes. The program of study includes a 4-year program of study which provides students with a minimum of 2 credits per year taking courses from the Government and Public Administration cluster, as well as the Law, Public Safety, Corrections and Security cluster. Courses grades 10-12 are offered as dual credit classes with El Centro College. Students may earn credits towards an Associate's degree as a Paralegal, or transfer credits to one of the 4-year universities, including University of North Texas and University of Texas at Dallas. The Law program is evaluated annually by their Advisory Committee which consists of members of the Dallas Bar Association; UNT College of Law; Lawyers; and Municipal Judges. **Industry Certifications:** LexisNexis Certificate in Legal Research; ProDoc Legal Software

**Law Enforcement:**

Provides a 4-year program of study which provides students with the opportunity to earn a minimum of 2 credits per year from the Law, Public Safety, Corrections and Security cluster. Courses grades 10-12 are offered as dual credit classes with Brookhaven College. Students may earn up to 18 college credits toward an Associate's Degree in Criminal Justice through the program and transfer the credits to a 4-year university to complete their Bachelor's in Criminal Justice. Brookhaven has articulation agreements in place with University of Dallas (Bachelor of Arts-Criminology); University of North Texas (Bachelor of Science-Criminal Justice); and Texas Woman's University (Bachelor of Science- Criminal Justice). Students enrolled in the program have the opportunity to participate in an opportunity to work at the City of Irving Jail. Students compete for the coveted "Jail Internships" which is a nationally recognized program that allows students to work in positions at the jail that do not require direct contact with inmates. The program has expanded to include multiple departments. The Law Enforcement program is evaluated annually by its Advisory Committee which consists of industry professionals, City leaders, and postsecondary partners with experience in Law Enforcement.

**Industry Certifications:** Texas Municipal Jailer certification; 911 Emergency Communications

**Homeland Security:**

Provides a 4-year program of study which provides students with the opportunity to earn 2 credits per year from the Government and Public Administration cluster and Law, Public Safety, Corrections and Security cluster. Students may opt to enroll in the Criminal Justice dual credit classes in combination with their program of study. The program was developed by the Task Force in 2012 and is currently evaluated by the Homeland Security Advisory Committee which provides guidance and support on curriculum, equipment, certifications and potential internships. Students enrolled in the program are preparing for careers in federal law enforcement, including: DEA; FBI; CIA; Border Patrol and more.

**Industry Certifications:** Federal Emergency Management Administration (FEMA) Community Emergency Response Teams

**Firefighter:**

Provides a 4-year program of study which provides students with the opportunity to earn 2 credits per year from the Law, Public Safety, Corrections and Security cluster. This program will offer students the opportunity to earn 12 college credits through a partnership with El Centro College. Classes will begin in the spring of 2018. The program was developed by the Task Force in 2012 and is currently evaluated by the Fire Advisory which provides guidance and support on curriculum, equipment, certifications and training that is required to become a licensed Firefighter. **Industry**

**Certifications:** Texas Fire Protection Commission: Structure Fire Protection Basic; DSHS- Emergency Medical Responder;

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057912

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The School of Law and Public service offers students the opportunity to participate in one of four programs of study focused on law and public service careers. The school offers the students a solid curriculum, including dual credit, projects and activities, and the opportunity to participate in real-world application of what they learned. The programs were designed, and are monitored and supported by Advisory Committee members from industry, post-secondary partnerships and the community. The program has received 2 national awards for programming. The learning lab is original to the campus, which was opened in 2001. The equipment used is in working condition, but dated. Programs rely on donations from industry due to the cost of the equipment, and many times the equipment is donated when it has been replaced by a high-tech option that is now on the market. Technology has become the driver for all industries, including law and public service. The Perkins Reserve Grant will allow the programs to enhance and improve the lab, and equipment that is currently being used in the programs so that the programs reflect and teach with the same equipment that students will be using in the workplace. The addition of technology will allow students to learn how to use the equipment, and the "how and why" equipment is used in the workplace- how technology enhances safety and security for officers in the field and in the courtroom; how technology is used to ensure procedures are followed; how technology is utilized in forensic investigation; and how technology documents more accurately, with great precision and speed, to name a few of the ways the technology purchased will enhance the learning and complement the current program.

Three of the four pathways are nontraditional career opportunities for females: Law Enforcement; Homeland Security; and Firefighter are all male dominated occupations. Only 13% of law enforcement positions nationwide are female and the % of minority representation is even lower. Nationwide the average % of female firefighters has remained constant at 4%, of the percentage only 17% are minority female firefighters. Some federal jobs offer a higher % of female workers, such as the CIA with 45% of its workforce comprised of women, however, a much smaller % of women are offered leadership roles. Other federal agencies such as the FBI and Border Patrol, hire very few women with the FBI standing at 19% female and Border Patrol at a dismal 4%. Because the Jack Singley Academy enrollment is based on a fair and equitable lottery process, the School of Law and Public Service programs of study are more balanced by gender than national % show. The Perkins Reserve Grant will allow the campus to provide enrichment activities, as well as training for the non-traditional students enrolled in the School of Law and Public Service programs of study. In addition, the funds will allow for additional training that will provide students with leadership skills that are common to all public service employees and allow students to utilize those skills through service learning projects that they will implement in the community.

Irving ISD utilizes a model of continuous improvement for planning and implementation of all programs. The Perkins Reserve Grant will allow the School of Law and Public Service to achieve at a higher level with a greater focus on technology and public service as it applies to the law enforcement/law/firefighter careers of today.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 057912		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057912

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057912

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

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Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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